

What the National Curriculum requires in reading at Y1



Department
for Education

Word reading

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Word
reading

Comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

Comprehension

KS1 Reading 2016: The expected standard

2016



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In preparing for the new statutory assessment arrangements in 2016, the government has identified the bullet points below as the 'expected standard' in reading by the end of Key Stage One.

Making inferences

Make simple and general inferences based on the text

Make simple and general predictions based on the text

Comprehension

Identify the meaning of vocabulary in context

Identify sequences of events in a range of straightforward texts

Identify how information is related and/or organised within texts

Provide simple explanations for:

The significance of titles in fiction and non-fiction texts

Events and characters' actions

Key information

Retrieve details from fiction and non-fiction to demonstrate understanding of character, events and information

Language for effect

Identify simple and recurring literary language

Key Assessment Criteria: *Being a reader*



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A year 1 reader

Word reading

- I can match all 40+ graphemes to their phonemes.
- I can blend sounds in unfamiliar words.
- I can divide words into syllables.
- I can read compound words.
- I can read words with contractions and understand that the apostrophe represents the missing letters.
- I can read phonetically decodable words.
- I can read words that end with 's, -ing, -ed, -est
- I can read words which start with un-
- I can add -ing, -ed and -er to verbs. (Where no change is needed to the root word)
- I can read words of more than one syllable that contain taught GPCs.

Comprehension

- I can say what I like and do not like about a text.
- I can link what I have heard or read to my own experiences.
- I can retell key stories orally using narrative language.
- I can talk about the main characters within a well known story.
- I can learn some poems and rhymes by heart.
- I can use what I already know to understand texts.
- I can check that my reading makes sense and go back to correct when it doesn't.
- I can draw inferences from the text and/or the illustrations. (Beginning)
- I can make predictions about the events in the text.
- I can explain what I think a text is about.



What the National Curriculum requires in writing at Y1

Writing - transcription

spell:

words containing each of the 40+ phonemes already taught

common exception words

the days of the week

name the letters of the alphabet:

naming the letters of the alphabet in order

using letter names to distinguish between alternative spellings of the same sound

add prefixes and suffixes:

using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs

using the prefix un–

using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, quicker, quickest]

apply simple spelling rules and guidance, as listed in Appendix 1 of the National Curriculum

write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Spelling

Handwriting

sit correctly at a table, holding a pencil comfortably and correctly

begin to form lower-case letters in the correct direction, starting and finishing in the right place

form capital letters

form digits 0-9

understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

Handwriting

What the National Curriculum requires in writing at Y1



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Writing - composition

write sentences by:

saying out loud what they are going to write about

composing a sentence orally before writing it

sequencing sentences to form short narratives

re-reading what they have written to check that it makes sense

discuss what they have written with the teacher or other pupils

read aloud their writing clearly enough to be heard by their peers and the teacher.

Composition

develop their understanding of the concepts set out in Appendix 2 of the National Curriculum by:

leaving spaces between words

joining words and joining clauses using and

beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

learning the grammar for year 1 in English Appendix 2

use the grammatical terminology in English Appendix 2 in discussing their writing.

Vocabulary,
grammar &
punctuation

KS1 Grammar, punctuation & spelling 2016: The expected standard

2016



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In preparing for the new statutory assessment arrangements in 2016, the government has identified the bullet points below as the 'expected standard' in grammar, punctuation and spelling by the end of Key Stage One.

Use some variety of sentence types as is appropriate to the given task, e.g. commands to instruct the reader; statements to give information.

Able to introduce additional detail in their writing through the use of, for example, adjectives (including comparatives), adverbs, or simple expanded noun phrases (e.g. the small cottage / the small cottage with the red door).

Clauses are mostly joined with co-ordinating conjunctions (and, but, or), with some use of subordination (e.g. to indicate cause or time).

Tense is appropriate and mostly consistent in simple and progressive past and present forms.

Sentences are usually demarcated with capital letters and full stops, or with appropriate use of question and exclamation marks.

Capital letters are used to mark some proper nouns and always for the personal pronoun 'I'. There is some use of internal sentence punctuation, including commas to separate items in a list and apostrophes to mark contracted forms.

Handwriting is legible. Capital and lower-case letters are accurately and consistently formed with appropriate spacing and consistent size.

Key Assessment Criteria: Being a write



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A year 1 writer

Transcription

Spelling

- I can identify known phonemes in unfamiliar words.
- I can use syllables to divide words when spelling.
- I use what I know about alternative phonemes to narrow down possibilities for accurate spelling.
- I can use the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular.
- I can name all the letters of the alphabet in order.
- I can use letter names to show alternative spellings of the same phoneme.

Handwriting

- I can sit correctly at a table, holding a pencil comfortably and correctly.
- I can form lower case letters in the correct direction, starting and finishing in the right place.
- I can form capital letters and digits 0-9.

Composition

- I can compose a sentence orally before writing it.
- I can sequence sentences in chronological order to recount an event or experience.
- I can re-read what I have written to check that it makes sense.
- I leave spaces between words.
- I know how the prefix 'un' can be added to words to change meaning.
- I can use the suffixes 's', 'es', 'ed', and 'ing' within my writing.

Grammar and punctuation

Sentence structure

- I can combine words to make a sentence.
- I can join two sentences using 'and'.

Text structure

- I can sequence sentences to form a narrative.

Punctuation

- I can separate words using finger spaces.
- I can use capital letters to start a sentence.
- I can use a full stop to end a sentence.
- I can use a question mark.
- I can use an exclamation mark.
- I can use capital letters for names.
- I can use 'I'.



What the National Curriculum requires in mathematics at Y1

Number and place value

count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
given a number, identify one more and one less
identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
read and write numbers from 1 to 20 in numerals and words.

Number – addition and subtraction

read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
represent and use number bonds and related subtraction facts within 20
add and subtract one-digit and two-digit numbers to 20, including zero
solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems

Number – multiplication and division

solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Number fractions

recognise, find and name a half as one of two equal parts of an object, shape or quantity
recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

What the National Curriculum requires in mathematics at Y1



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Measurement

compare, describe and solve practical problems for:

lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]

mass/weight [for example, heavy/light, heavier than, lighter than]

capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]

time [for example, quicker, slower, earlier, later]

measure and begin to record the following:

lengths and heights

mass/weight

capacity and volume

time (hours, minutes, seconds)

recognise and know the value of different denominations of coins and notes

sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]

recognise and use language relating to dates, including days of the week, weeks, months and years

tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Measurement

Geometry – properties of shapes

recognise and name common 2-D and 3-D shapes, including:

2-D shapes [for example, rectangles (including squares), circles and triangles]

3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

Geometry

Geometry – position and direction

describe position, direction and movement, including whole, half, quarter and three-quarter turns.

KS1 Mathematics 2016: The expected standard

2016



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In preparing for the new statutory assessment arrangements in 2016, the government has identified the bullet points below as the 'expected standard' in mathematics by the end of Key Stage One.

Number

- Count in multiples of 2, 5 and 10, to 100, forwards and backwards
- Count forward in multiples of 3, to 18
- Count in steps of 10, forward and backwards (e.g. 97, 87...)
- Read & write numbers to at least 100 in numerals, and phonetically attempts to write numbers to 100 in words
- Use place value in whole numbers up to 100 to compare and order numbers, sometimes using < and > signs correctly
- Identify, represent and estimate within a structural environment (e.g. estimate 33 on a number line)
- Use place value and number facts to solve problems (e.g. $60 - XX = 20$)
- Recall and use addition and subtraction facts
- Subtract two simple 2-digit numbers, which do not involve bridging ten (e.g. 36-24)
- Add three 1-digit numbers, where they use known addition or doubling facts
- Add and subtract numbers using concrete objects and pictorial representations, including:
 - a 2-digit number and ones
 - a 2-digit number and tens
 - adding two 2-digit numbers
 - adding three 1-digit numbers
- Use inverse operations to solve missing number problems for addition and subtraction
- Solve simple 2-step problems with addition and subtraction
- Recall and use multiplication and division facts for the x10 table using the appropriate signs
- Recognise odd and even numbers
- Solve simple problems involving multiplication and division
- Know that addition and multiplication of two small numbers can be done in any order (commutative) and subtraction of one number from another cannot
- Recognise and find half of a set of objects or a quantity and begin to find $\frac{1}{3}$ or $\frac{1}{4}$ of a small set of objects with support
- Recognise, find and name fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a shape
- Recognise the equivalence of two quarters and one half in practical contexts

KS1 Mathematics 2016: The expected standard

2016



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In preparing for the new statutory assessment arrangements in 2016, the government has identified the bullet points below as the 'expected standard' in mathematics by the end of Key Stage One.

Statistics

- interpret simple pictograms (where the symbols show one to one correspondence), tally charts, block diagrams (where the scale is divided into ones, even if only labelled in multiples of two) and simple tables
- answer questions by counting the number of objects in each category and sorting the categories by quantity
- answer questions about totalling and begin to compare simple categorical data (e.g. when the pictures or blocks are adjacent)

Solve problems, communicate and reason mathematically

- solve problems by applying their mathematics in a range of contexts (including money and measures, geometry and statistics) using the content described above; use and interpret mathematical symbols and diagrams; and begin to communicate their reasoning; for example:
 - use place value and number facts to solve problems (e.g. $40 + XX = 70$)
 - use inverse operations to solve missing number problems for addition and subtraction (e.g. There were some people on a bus, six get off leaving seventeen people on the bus. How many were on the bus to start with?)
 - solve simple 2-step problems with addition and subtraction, which require some retrieval (e.g. There are 12 kittens in a basket, 6 jump out and only 2 jump back in. How many are in the basket now?)
 - solve simple problems involving multiplication and division (e.g. Ahmed buys 3 packs of apples. There are 4 apples in each pack. How many apples does he buy?)
 - solve problems with one or two computational steps using addition, subtraction, multiplication and division and a combination of these (e.g. Joe has 2 packs of 6 stickers; Mina gives him 2 more stickers. How many stickers does he have altogether?)
 - solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change (e.g. Identify three coins with a total value of 24p or find the two items which cost exactly £1 altogether from a list such as: 70p, 40p, 50p and 30p)

Key Assessment Criteria: Being a mathematician (full version)



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A year 1 mathematician

Number and place value

- I can count to and across 100, forward and backwards, beginning with 0 or 1 from any number.
- I can count in multiples of 2, 5 and 10.
- I can count, read and write numbers to 100 in numerals.
- I can say what is one more or one less than any number.
- I can read and write numbers from 1 to 20 in numerals and words.
- I can identify and represent numbers using objects and pictorial representations including the number line and use the language of: equal to, more than, less than (fewer), most least

Calculations

- I can represent and use number bonds and related subtraction facts to 20.
- I can add and subtract 1-digit and 2-digit numbers to 20, including zero.
- I can read, write and interpret mathematical statements involving addition, subtraction and equals signs.
- I can solve one-step problems that involve addition and subtraction, using objects and pictorial representations.
- I can solve missing number problems.
- I can solve one-step problems involving multiplication and division, by using concrete objects, pictorial representations and arrays.

Fractions

- I can recognise, find and name a half of an object, shape or quantity.
- I can recognise, find and name a quarter of an object, shape or quantity.

Measurement

- I can compare, describe and solve practical problems for lengths and heights; mass/weight; capacity and volume; and time.
- I can measure and begin to record lengths and heights; mass/weight; capacity and volume; and time.
- I recognise and know the value of different denominations of coins and notes.
- I can tell the time to the hour.
- I can tell the time to half past the hour.
- I can draw hands on a clock face to show these times.
- I can sequence events in chronological order using language.
- I recognise and use language relating to dates, including days, weeks, months and years

Geometry – properties of shapes

- I recognise and can name common 2D shapes (rectangles, including squares, circles and triangles).
- I recognise and can name common 3D shapes (cuboids, including cubes, pyramids and spheres).

Geometry – position and direction

- I can describe position, directions and movement, including half, quarter and three-quarter turns.